

SEVENTH ANNUAL CATALOGUE

OF THE

NORTH CAROLINA

STATE NORMAL AND INDUSTRIAL COLLEGE,

GREENSBORO, N. C.

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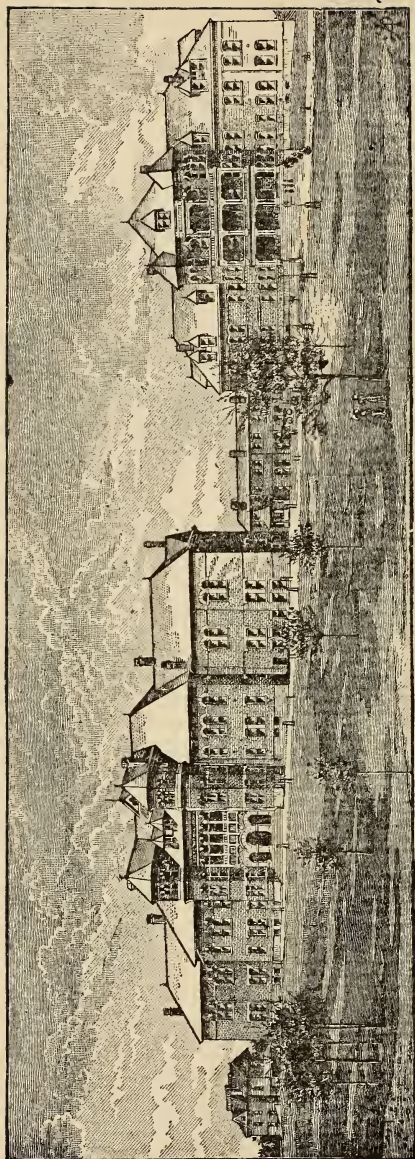
1898-9.

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GREENSBORO, N. C.

JOS. J. STONE, BOOK AND JOB PRINTER.

1899.



THE MAIN BUILDINGS OF THE STATE NORMAL AND INDUSTRIAL COLLEGE.

## CALENDAR.

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October 5.—

Registration.

Entrance Examinations:

English,

Arithmetic,

Hygiene.

October 6.—

Examinations for advanced classes:

Latin,

German,

French,

Algebra, Plane and Solid Geometry,

Chemistry and Physics,

Entrance Examination in U. S. History.

October 7.—

Examinations for advanced classes:

Botany,

Physiology,

Drawing.

November 23.—Thanksgiving Day—Holiday.

December 22 to January 2.—Christmas Vacation.

January 27.—Mid-year Examinations.

February 2.—Spring Term begins.

May 21 and 22—Commencement Exercises.

## BOARD OF DIRECTORS.

---

† J. A. BLAIR,	.	.	.	.	Randolph County.
* H. G. CHATHAM,	.	.	.	.	Surry County.
* J. E. FOWLER,	.	.	.	.	Sampson County.
† S. M. GATTIS,	.	.	.	.	Orange County.
‡ R. D. GILMER,	.	.	.	.	Haywood County.
* JOHN GRAHAM,	.	.	.	.	Warren County.
C. H. MEBANE,	.	.	.	.	Catawba County.
‡ J. F. POST, JR.,	.	.	.	.	New Hanover County.
† W. P. SHAW,	.	.	.	.	Hertford County.
‡ W. D. TURNER,	.	.	.	.	Iredell County.

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## EXECUTIVE COMMITTEE.

---

W. D. TURNER.

R. D. GILMER.

---

## OFFICERS OF THE BOARD.

---

C. H. MEBANE, *Ex officio President.*

J. M. SPAINHOUR, *Secretary.*

E. J. FORNEY, *Treasurer.*

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\* Term expires March 1, 1902.

† Term expires March 1, 1904.

‡ Term expires March 1, 1906.

## FACULTY.

---

CHARLES D. McIVER, A. B., D. Litt.,  
*Civics.*

PHILANDER PRIESTLEY CLAXTON, A. M.,  
*Pedagogics.*

JAMES Y. JOYNER, Ph. B.,  
*English Literature.*

LUCY H. ROBERTSON,  
*History and English.*

GERTRUDE W. MENDENHALL, B. S.,  
*Mathematics.*

DIXIE LEE BRYANT, B. S.,  
*Geology, Biology, and Physical Geography.*

MARY M. PETTY, B. S.,  
*Chemistry.*

ALICE H. BRUERE, B. S.,  
*Physics.*

VIOLA BODDIE,

MARY A. SANDERS, ASSISTANT,  
*Latin.*

NENA MORROW,  
*French and Spanish.*

ANNA M. GOVE, M. D.,  
*Physiology and Hygiene.*

MARY SETTLE SHARPE,  
*Reading, Elocution, and Physical Culture.*

LAURA H. COIT,  
*Assistant in English and Physical Culture.*

SADIE HANES,  
*Assistant in English.*

**FACULTY—CONTINUED.**

CLARENCE R. BROWN,  
*Vocal Culture.*

MELVILLE VINCENT FORT,  
*Industrial Art.*

MINNIE L. JAMISON,  
FANNIE HOEN MASSEY,  
*Domestic Science.*

BERTHA M. LEE,  
*German.*

E. J. FORNEY,  
FRANCES BURKHEAD, ASSISTANT,  
*Commercial Department.*

THOMAS L. BROWN,  
*Horticulture.*

---

**SUPERVISING TEACHERS OF PRACTICE SCHOOL:**

---

P. P. CLAXTON,  
G. A. GRIMSLEY,  
MARGARET WINIFRED HALIBURTON,  
NETTIE MARVIN ALLEN,  
ANNIE W. WILEY,

**ASSISTANTS:**

S. CANARY HARPER,  
SADIE HANES,  
SUSIE McDONALD.

## OFFICERS OF THE INSTITUTION.

---

CHARLES D. McIVER,  
*President.*

SUE MAY KIRKLAND,  
*Lady Principal.*

ANNA M. GOVE,  
*Resident Physician.*

MARY E. WYCHE,  
*Trained Nurse.*

FANNIE W. TURNER,  
*Matron.*

E. J. FORNEY,  
*Bursar.*

ANNIE G. RANDALL,  
*Registrar.*

EMILY SEMPLE AUSTIN,  
*Stenographer.*

‡ ANNIE F. PETTY,  
*Librarian.*

SARA Y. KELLY,  
*Acting Librarian.*

THOMAS L. BROWN,  
*Superintendent of Grounds.*

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‡ On leave of absence.



# STUDENTS.

48-49

NAME.	COUNTY.	POST OFFICE.
Abbott, Rosa.....	Guilford.....	Greensboro.
Ader, Ada....	Davidson.....	Reedy.
Alderman, Laura.....	Pender.....	Page.
Allen, Elizabeth G.....	Wake.....	Wake Forest.
Allen, Daisy B.....	Franklin.....	Louisburg.
Allen, Sallie Grace.....	Anson.....	Wadesboro.
Anthony, Cary A.....	Guilford.....	Sumner.
Arline, Joella.....	Pamlico.....	Stonewall.
Asbury, Cora.....	Burke.....	Morganton.
Ashe, Blanche B.....	Iredell.....	Statesville.
Austin, Eliza Booker.....	Edgecombe.....	Tarboro.
Austin, Emily Semple.....	Edgecombe.....	Tarboro.
Babbitt, Pattie.....	Craven.....	New Berne.
Bagby, Bulus.....	Union.....	Monroe.
Bailey, Evelyn B.....	Davie.....	Mocksville.
Bailey, Mary C.....	Rowan.....	Woodleaf.
Bailey, Rosa W.....	Rowan.....	Woodleaf.
Bailey, Sarah Lemmon.....	Davie.....	Mocksville.
Baird, S. Emma.....	Watauga.....	Valle Crucis.
Barnes, Sallie.....	Wilson.....	Elm City.
Barnett, Fannie....	Cleveland.....	Shelby.
Barringer, Sara.....	Guilford.....	Greensboro.
Battle, Annie L.....	Nash.....	Nashville.
Battle, Routh.....	Edgecombe.....	Whitakers.
Baugham, Laura M .....	Northampton .....	Rich Square.
Beaman, Annie.....	Sampson.....	Clinton.
Beardsley, Ada Belle.....	Warren.....	Manson.
Bell, Carrie.....	Orange.....	University.
Bell, Chester....	Transylvania .....	Brevard.
Bell, Mary P.....	Orange.....	University.
Bernard, Emma.....	Buncombe.....	Asheville.
Blanton, Alda Grace.....	Rutherford.....	Forest City.
Boddie, Leah Silena .....	Nash.....	Nashville.
Bost, Bessie.....	Rowan.....	South River.
Boyce, Mary E.....	Johnson.....	Selma,
Boyd, Bessie Walters.....	Rockingham .....	Reidsville.
Bowling, Susie.....	Durham .....	Durham.
Bradley, Ella.....	Gaston.....	Gastonia.
Brett, Daisy F.....	Bertie.....	Lewiston.
Brice, Julia Adams.....	Cleveland.....	Shelby.
Brickell, Susie Hill.....	Halifax.....	Weldon.



NAME.	COUNTY.	POST OFFICE.
Bridgers, Mary Horne.....	Edgecombe.....	Tarboro.
Brown, Blanche E.....	Moore.....	Southern Pines.
Brown, Isabelle E.....	Davie.....	Mocksville.
Brown, Lela.....	Pitt.....	Greenville.
Brown, Lizette....	Forsyth.....	Winston.
Brown, Mary Wilson.....	Caswell.....	Locust Hill.
Brown, Virginia.....	Guilford.....	Greensboro.
Bryan, Alice.....	Wake.....	Garner.
Bryson, Laura.....	Macon.....	Franklin.
Burke, Bertha.....	Iredell.....	Fancy Hill.
Burkett, Maggie.....	Watauga.....	Brookside.
Burkhead, Frances.....	Wake.....	Raleigh.
Burnett, Nannie.....	Nash.....	Whitakers.
Byrd, Flossie Almira.....	Harnett.....	Buie's Creek.
Carman, Daisy P.....	Pitt.....	Rountree.
Carpenter, Ada L.....	Anson.....	Cedar Hill.
Carraway, Daphne King.....	Guilford.....	Greensboro.
Carter, Jessie.....	Hyde.....	Fairfield.
Cassidey, Lula May.....	Richmond.....	Elmore.
Cator, Mary Louise.....	Guilford.....	Greensboro.
Chambers, Nell.....	Duplin.....	Pearsall.
Chambers, Woodfin.....	Alamance.....	Haw River.
Cheek, Pearl.....	Orange.....	Chapel Hill.
Clark, Bertha.....	Bladen.....	White Hall.
Clarke, Margaret F.....	Wilson.....	Wilson.
Clement, Julia B.....	Granville.....	Culbreth.
Clements, Delle K.....	Warren.....	Warrenton.
Clendenin, Esther.....	Alamance.....	Graham.
Cobb, Maud Lyttleton.....	Rockingham.....	Reidsville.
Coffield, Mittie.....	Martin.....	Everetts.
Coffin, Lucy C.....	Guilford.....	Greensboro.
Cole, Frances M.....	Granville.....	Oxford.
Collins, Mary.....	Halifax.....	Enfield.
Combs, Nannie May.....	Guilford.....	Greensboro.
Compton, Lela E.....	Caswell.....	Hightowers.
Conrad, Wilhelmina.....	Durham ..	Durham.
Covington, Carrie May.....	Richmond.....	Rockingham.
Covington, Elna Glenwood....	Richmond.....	Rockingham.
Cowles, Ida.....	Wilkes.....	Wilkesboro.
Cox, Bettie L.....	Randolph.....	New Market.
Cox, Cora E.....	Guilford.....	Greensboro.
Cox, Laura V.....	Pitt.....	Winterville.
Crawford, Fannie.....	McDowell.....	Marion.
Crawford, Laura Glenn.....	McDowell.....	Marion.
Cromartie, Margaret.....	Bladen.....	Clarkton.

NAME.	COUNTY.	POST OFFICE.
Cutchin, Isla.....	Edgecombe.....	Whitakers.
Cuthbertson, Daisy.....	Mecklenburg.....	Charlotte.
Daily, Alethia.....	Guilford.....	Greensboro.
Dalton, Sallie.....	Rockingham.....	Cases.
Daniel, Alice G.....	Granville.....	Satterwhite.
Daniel, Bailey.....	Granville.....	Satterwhite.
Daniel, Helen.....	Halifax.....	Halifax.
Daniel, Sara.....	Granville.....	Satterwhite.
Davidson, Mary Springs....	Mecklenburg.....	Hopewell.
Davis, Elizabeth D.....	Carteret.....	Beaufort.
Davis, Emma.....	Mecklenburg.....	Mint Hill.
Davis, Ina.....	Granville.....	Grissom.
Davis, Kate.....	Guilford.....	Greensboro.
Davis, Penelope J.....	Franklin.....	Louisburg.
Deans, Abby Simms.....	Wilson.....	Wilson.
Demuth, Lena.....	Edgecombe.....	Tarboro.
Doughton, Myrtle.....	Alleghany.....	Laurel Springs.
Dowell, Rosina.....	Robeson.....	Lumberton.
Duffy, Lalyce.....	Guilford.....	Greensboro.
Dull, Lewis.....	Forsyth.....	Winston.
Dunn, Ione H.....	Halifax.....	Scotland Neck.
Dunn, Mattie E.....	Wake.....	Wake Forest.
Eagle, Jennie.....	Rowan.....	Salisbury.
Eagle, Lottie.....	Rowan.....	Salisbury.
Edwards, Ida.....	Greene.....	Hookerton.
Elliott, Bessie E.....	Chowan.....	Cisco.
Eskridge, Mary Lou.....	Cleveland.....	Shelby.
Everett, Hattie.....	Martin.....	Palmyra.
Everitt, Mamie M.....	Lenoir.....	Kinston.
Faircloth, Fannie May.....	Wilson.....	Wilson.
Falk, Josepha.....	Buncombe.....	Asheville.
Farthing, Minnie Etta....	Watauga.....	Boone.
Ferguson, Anna.....	Rockingham.....	Reidsville.
Ferrell, Elizabeth.....	Sampson.....	Clinton.
Finlator, Ethel.....	Guilford.....	Greensboro.
Foust, Ethel.....	Forsyth.....	Winston.
Franklin, Minnie Lula.....	Wake.....	Massey.
Freeman, Fannie.....	Wilson.....	Taylor.
Freeman, Pearl Vivian....	Bertie.....	Windsor.
Fryar, Sallie.....	Guilford.....	McLeansville.
Gillon, Clara.....	Cabarrus.....	Concord.
Glass, Maude.....	Randolph.....	Randleman.
Glenn, Eula B.....	Gaston.....	Crowder's Creek.

NAME.	COUNTY.	POST OFFICE.
Glenn, Julia.....	Guilford.....	Greensboro.
Glenn, Lucy McGee.....	Guilford.....	Greensboro.
Glenn, Mabel.....	Guilford.....	Greensboro.
Goslen, Sara M.....	Forsyth.....	Vienna.
Gove, Anna M.....	Guilford.....	Greensboro.
Grady, Lillian F.....	Duplin.....	Kenansville.
Gray, Margaret Olive.....	Iredell.....	Mooreville.
Gregory, Antionette M.....	Guilford.....	Greensboro.
Green, Mary Long.....	Halifax.....	Weldon.
Greenabaum, Emma.....	New Hanover.....	Wilmington.
Greenlee, Eva M.....	Mitchell.....	Mica.
Griffin, Lola.....	Nash.....	Spring Hope.
Grimes, Effie.....	Pitt.....	Bethel.
Grimsley, Alice.....	Guilford.....	Greensboro.
Grubbs, Ruth A.....	Lenoir.....	Kinston.
Hagwood, Bessie C.....	Wake.....	Wake Forest.
Hanes, Sadie.....	Forsyth.....	Winston.
Hankins, Bessie.....	New Hanover.....	Wilmington.
Harding, Julia.....	Yadkin.....	Huntsville.
Hardy, Norma S.....	Vance.....	Williamsboro.
Harper, Ruth Mildred.....	Lenoir.....	Kinston.
Harper, S. Canary.....	Greene.....	Snow Hill.
Harrell, Annie.....	Union.....	Lane's Creek.
Harrington, Margaret.....	Moore.....	Jesup.
Harris, Lollie M.....	Northampton.....	Seaboard.
Haynes, Carrie A.....	Burke.....	Morganton.
Haynes, Mabel L.....	Burke.....	Morganton.
Haynes, Sara.....	Rutherford.....	Henrietta.
Henderson, Addie L.....	Wilkes.....	Wilkesboro.
Herman, Bertha E.....	Catawba.....	Conover.
Hicks, Florence.....	Forsyth.....	Salem.
Higgs, Emily.....	Pitt.....	Greenville.
Hilliard, Alice.....	Guilford.....	Greensboro.
Hilliard, Annie Iola.....	Guilford.....	Greensboro.
Hines, Mamie.....	Lenoir.....	Kinston.
Hinson, R. Isabelle.....	Duplin.....	Kenansville.
Hocutt, Laura.....	Robeson.....	Ashpole.
Hodges, Lillie Persis.....	Lenoir.....	Kinston.
Hodges, Mary.....	Lenoir.....	Kinston.
Holt, B. Yancey.....	Alamance.....	Mebane.
Hooker, Susan M.....	Orange.....	Hillsboro.
Howard, Bessie.....	Florence.....	Florence, S. C.
Howard, Mary P.....	Granville.....	Berea.
Howard, Sarah.....	Florence.....	Florence, S. C.
Howell, Lizzie.....	Edgecombe.....	Tarboro.
Hoyle, Helen.....	Davidson.....	Arcadia.
Hughes, Nora.....	Randolph.....	Randleman.

NAME.	COUNTY.	POST OFFICE.
Hunt, Jennie Lee.....	Alamance.....	Burlington.
Hunt, Myrtle L.....	Transylvania.....	Brevard.
Hunter, Lessie.....	Granville.....	Oxford.
Hunter, Maude.....	Guilford.....	Greensboro.
Hunter, Myra.....	Halifax.....	Brinkleyville.
Isenhour, Cora.....	Cabarrus.....	Mill Hill.
Jackson, Lily.....	Guilford.....	Greensboro.
James, Annie.....	Sampson.....	Way Cross.
James, Sabrella.....	Sampson.....	Way Cross.
Jarman, Mamie.....	Onslow.....	Richlands.
Jamison, Eugenia.....	Rowan.....	Mooreville.
Jenkins, Gertrude.....	Forsyth.....	Winston.
Jenkinson, Lillian E.....	Richmond.....	Rockingham.
Johnson, Emma.....	Davie.....	Farmington.
Johnson, Lilius C.....	Chatham.....	Cummock.
Johnston, Flossy.....	Iredell.....	Mooreville.
Jones, Alda C.....	Harnett.....	Linden.
Jones, Fannie Louise.....	Stokes.....	Walnut Cove.
Jones, Nannie.....	Carteret.....	Beaufort.
Keathley, Lillie V.....	New Hanover.....	Wilmington.
Keel, Beulah.....	Wilson.....	Wilson.
Kelly, Lizzie.....	Macon.....	Franklin.
King, Carrie R.....	New Hanover.....	Wilmington.
Kinsey, Maude.....	Craven.....	New Berne.
Kirby, Laura C.....	Wake.....	Raleigh.
Kirkland, S. M.....	Guilford.....	Greensboro.
Kirkpatrick, Eunice.....	Mecklenburg.....	Cotton Wood.
Kluttz, Sadie E.....	Rowan.....	Salisbury.
Land, Helene P.....	Edgecombe.....	Whitakers.
Lane, Maggie C.....	Wayne.....	Faro.
Laxton, Josephine.....	Burke.....	Morganton.
Lea, Pearl R.....	Guilford.....	Greensboro.
Leach, Rhett K.....	Wake.....	Raleigh.
Leggett, Jennie.....	Halifax.....	Palmyra.
Leslie, Frances.....	Cabarrus.....	Concord.
Lewis, Mittie Pender.....	Wayne.....	Goldsboro.
Lewis, Sallie.....	Guilford.....	Greensboro.
Lindsay, Nonie M.....	Orange.....	Lindsay.
Lindsay, Auvila White.....	Rockingham.....	Madison.
Love, Sallie.....	Guilford.....	Greensboro.
Lunn, Louise.....	Guilford.....	Greensboro.
Lyon, Anna Linda.....	Granville.....	Lyons.
Lytle, Ella Olean.....	Buncombe.....	Asheville.
McArthur, Hattie D.....	Robeson.....	Shannon.
McCall, Nannie.....	McDowell.....	Marion.

NAME.	COUNTY.	POST OFFICE.
McClees, Fannie.....	Pamlico.....	Oriental.
McCracken, Nannie Tate.....	Haywood.....	Waynesville.
McCulloch, Geneva.....	Guilford.....	Greensboro.
McCulloch, Pearl.....	Guilford.....	Greensboro.
McDonald, Susie.....	Richmond.....	Rockingham.
McDowell, Lily May. ....	Macon.....	Franklin.
McEachern, Beatrice.....	Robeson.....	Red Springs.
MacFadyen, Miriam C.....	Bladen.....	Clarkton.
McGhee, Annie.....	Franklin.....	Franklinton.
McKinney, Birdie.....	Rockingham.....	Reidsville.
McLawhorn, Nora.....	Pitt.....	Hanrahan.
McMurray, Sallie E.....	Mecklenburg.....	Mint Hill.
McNeely, Henrie.....	Rowan.....	Salisbury.
McNeely, Minnie Lee.....	Iredell.....	Mooreville.
McPhail, Lena.....	Sampson.....	Clinton.
McRackan, Emmie.....	Columbus.....	Vineland.
Mallison, Elizabeth.....	Beaufort.....	Washington.
Malone, Fannie E.....	Alamance.....	Stainback.
Marshburn, Nora.....	Wake.....	Raleigh.
Martin, Carrie P.....	Forsyth.....	Winston.
Massey, Daisy.....	Durham.....	Durham.
Massey, Lillian Ione.....	Durham.....	Durham.
Massey, Mabel P.....	Wake.....	Raleigh.
Mast, Emma.....	Watauga.....	Sugar Grove.
Mathews, Carrie P.....	Rockingham.....	Reidsville.
Maxwell, Maggie.....	Mecklenburg.....	Davidson.
Mayerburg, Florence.....	Wayne.....	Goldsboro.
Mayo, Mattie Hope.....	Edgecombe.....	Epworth.
Melvin, Berta S.....	Bladen.....	Cypress Creek.
Merrell, Mary Ethel.....	Buncombe.....	Fair View.
Middleton, Sudie L.....	Duplin.....	Warsaw.
Milam, Mary W.....	Guilford.....	Greensboro.
Miller, M Eva.....	Alexander ..	Taylorsville.
Miller, Maude.....	Forsyth.....	Winston.
Mitchell, Edna B.....	Franklin.....	Franklinton.
Mitchell, Sallie Ruffin .....	Bertie.....	Lewiston.
Mock, Mabel.....	Forsyth.....	Clemmonsville.
Moody, Bessie E.....	Buncombe.....	Asheville.
Moore, Agnes.....	Wilson.....	Saratoga.
Moore, Inez.....	Brunswick.....	Southport.
Moore, Lotta V.....	Northampton.....	Jackson.
Moore, Mamie W.....	Bertie.....	Windsor.
Moore, Mattie H.....	Nash.....	Whitakers.
Mosely, Eva L.....	Lenoir.....	Kinston.
Mosely, Fannie.....	Lenoir.....	Kinston.
Mosely, Lena.....	Granville.....	Dexter.
Munroe, Mary Scott.....	Wayne.....	Goldsboro.



NAME.	COUNTY.	POST OFFICE.
Muse, Sallie H.....	Moore.....	Carthage.
Nash, Sue.....	Orange.....	Hillsboro.
Nicholson, Amy H ..	Iredell .....	Statesville.
Nimocks, Caroline G.....	Cumberland. ....	Fayetteville.
Noell, Lula.....	Person.....	Roxboro.
Oettinger, Leah.....	Lenoir.....	Kinston.
Ogburn, Alice Cary.....	Guilford.....	Summerfield.
Ogburn, Mary Ellen.....	Guilford. ....	Summerfield.
Oneal, Missouri H.....	Dare .....	Hatteras.
Orrell, Carrie.....	Davie.....	Elbaville.
Pace, Catherine Easley.....	Wilson .....	Wilson.
Palmer, Victoria Leonora ....	Zacatecas.....	Mexico.
Pannill, Annie Dillard .....	Rockingham.....	Reidsville.
Parker, Sara Anna.....	Johnston.....	Benson.
Parker, Emma.....	Orange.....	Hillsboro.
Pasmore, Julia.....	Wake.....	Cary.
Patterson, Flora.....	Moore. ....	Sanford.
Pearsall, Corinne.....	Duplin.....	McGowen.
Peden, Mattie.....	Pender.....	Rocky Point.
Peirce, Margaret.....	Duplin.....	Warsaw.
Perry, Mamie .....	Iredell.....	Statesville.
Phillips, Bettie... ..	Guilford.....	Greensboro.
Pickard, Blanche Pamela.....	Orange.....	Chapel Hill.
Pittman, Alma L.....	Edgecombe.. ....	Whitakers.
Pittman, Ethelind L.....	Edgecombe. ....	Whitakers.
Pleasants, Alice Leslie.....	Buncombe.....	Asheville.
Poindexter, Catherine Lillian ..	Forsyth.....	Winston.
Poland, Nannie R.....	Durham.....	Durham.
Porter, Annie... ..	Guilford.....	Greensboro.
Porter, Elizabeth A .....	Wake.....	Raleigh.
Porter, Sue Ethel.....	Buncombe.....	Asheville.
Prevette, Annie Beatrice.....	Wilkes.....	Wilkesboro.
Purcell, Annie.....	Robeson.....	Floral College.
Quinerly, Rosa.....	Pitt.....	Quinerly.
Rainey, Mary Harding.....	Caswell.....	Estelle.
Ramsay, Mary Young.....	Rowan.....	Salisbury.
Randolph, Edith Holland.....	Buncombe.....	Asheville.
Rankin, Bessie Lee.....	Guilford.....	Greensboro.
Raper, Eudora R.....	Davidson.....	Arcadia.
Reid, Helen P.... ..	Rockingham.....	Reidsville.
Reid, Minnie LeGrand .....	Guilford.....	Greensboro.
Relfe, Mattie Lee.....	Perquimans .....	Durant's Neck.
Rendleman, Alice.....	Rowan .....	Salisbury:

NAME.	COUNTY.	POST OFFICE.
Ripple, Lelia.....	Davidson.....	Arcadia.
Rogers, Mary.....	Wake.....	Apex.
Rogers, Oberia.....	Haywood.....	Waynesville.
Rollins, Katherine C.....	Buncombe.....	Asheville.
Rosemond, Mary Burton.....	Orange.....	Hillsboro.
Rouse, Eula H.....	Lenoir.....	LaGrange.
Rowe, Mary J.....	Catawba.....	Conover.
Rutledge, Coral Stella.....	Gaston.....	Mt. Holly.
Sanford, Laura.....	Davie.....	Mocksville.
Satterthwaite, Katherine E.....	Beaufort.....	Sidney.
Saunders, Susie B.....	Pitt.....	Grimesland.
Scarboro, Myrtie.....	Randolph.....	Cedar Falls.
Scott, Sallie Anna.....	Guilford.....	Jamestown.
Settle, Julia.....	Guilford.....	Greensboro.
Sheppard, Elise.....	Forsyth.....	Winston.
Sheppard, Rosalind R.....	Forsyth.....	Winston.
Sherrill, Lucy E.....	Rowan.....	Rowan.
Shore, Della.....	Forsyth.....	Rural Hall.
Sides, Lillia M.....	Surry.....	Mt. Airy.
Simpson, Georgia C.....	Rockingham.....	Simpson's Store.
Sims, Alice.....	Cabarrus.....	Concord.
Smith, Katharine.....	Surry.....	Mt. Airy.
Smith, Mamie A.....	Wake.....	Miatt Mills.
Smithwick, Elizabeth.....	Bertie.....	Merry Hill.
Speas, Carrie.....	Forsyth.....	Vienna.
Speas, Maggie.....	Forsyth.....	Vienna.
Speight, Emma Lewis.....	Edgecombe.....	Tarboro.
Stafford, Blanche.....	Forsyth.....	Salem.
Stafford, Susie.....	Alamance.....	Burlington.
Staley, Annie Lee.....	Randolph.....	Staley.
Staley, Augusta Etta.....	Randolph.....	Staley.
Stamps, Elizabeth.....	Wake.....	Raleigh.
St. Clair, Josie.....	Moore.....	Sanford.
Stanton, Gatsie L.....	Lenoir.....	LaGrange.
Stephenson, Clara M.....	Northampton.....	Seaboard.
Stevens, Mary Zilla.....	Johnston.....	Smithfield.
Stewart, Annie.....	Union.....	Stevens.
Stockton, Cora.....	Buncombe.....	Asheville.
Strachan, Hattie J.....	Johnston.....	Princeton.
Strachan, Minnie R.....	Johnston.....	Princeton.
Stuart, Bessie Malloy.....	Moore.....	Carthage.
Sugg, Bertha R.....	Greene.....	Snow Hill.
Suttle, Frances.....	Buncombe.....	Asheville.
Sutton, Phebe.....	Lenoir.....	Kinston.
Swindell, Myrtle.....	Beaufort.....	Belle Haven.



NAME.	COUNTY.	POST OFFICE.
Tayloe, Ella R.....	Bertie.....	Powellsville.
Taylor, Daisy Dean.....	Nash.....	Rocky Mount.
Tayes, Bessie Maye.....	Iredell.....	Statesville.
Temple, Luella.....	Warren.....	Afton.
Templeton, Vennie Joe.....	Iredell.....	Mooreville.
Thornton, Janie.....	Duplin.....	Faison.
Thorp, Virginia.....	Nash.....	Rocky Mount.
Thurston, Lucy.....	Alexander.....	Taylorville.
Tinnin, Mary.....	Orange.....	Hillsboro.
Transou, Carrie.....	Ashe.....	Transou.
Tucker, Loula.....	Washington.....	Plymouth.
Tucker, Sallie P.....	Pitt.....	Grifton.
Turlington, Grace C.....	New Hanover.....	Wilmington.
Turner, Carrie E.....	Halifax.....	Palmyra.
Turner, Laura L.....	Iredell.....	Statesville.
Tuttle, Lelia Judson.....	Caldwell.....	Hartland.
Tyler, Annie L.....	Hertford.....	Woodland.
Vickory, Allie E.....	Guilford.....	Greensboro.
Walker, Elma.....	Granville.....	Oxford.
Wallace, Hattie E.....	Cabarrus.....	Coddle.
Ward, Ada Cherry.....	Pitt.....	Greenville.
Ward, Olive Blanche.....	Guilford.....	McLeansville.
Warren, Nannie.....	Caswell.....	Corbett.
Watson, Eleanor.....	Rowan.....	Salisbury.
Weaver, Octavia.....	Guilford.....	Greensboro.
Welch, Margaretta L.....	Haywood.....	Waynesville.
Wells, Lizzie.....	Macon.....	Short Off.
Wescott, Margaret B.....	Guilford.....	Greensboro.
Whartor, Ida K.....	Forsyth.....	Clemmons ville.
Whitaker, Jessie Peirson.....	Halifax.....	Enfield.
White, Addie M.....	Cabarrus.....	Concord.
White, Amelia B.....	Perquimans.....	Hertford.
White, Nannie T.....	Warren.....	Manson.
Whitfield, Nellie Gertrude.....	Scotland.....	Laurinburg.
Whitsett, Effie May.....	Guilford.....	Whitsett.
Whitley, Marina R.....	Martin.....	Williamston.
Williams, Estelle J.....	Duplin.....	Kenansville.
Williams, Jessie I.....	Rockingham.....	Reidsville.
Williams, Lillian L.....	Iredell.....	Mooreville.
Williams, Tempie D.....	Warren.....	Inez.
Willis, Florence F.....	New Hanover.....	Wilmington.
Wilson, Myrther Tull.....	Wayne.....	Goldsboro.
Wilson, Nicy E.....	Sampson.....	Bass.
Winborne, Mary S.....	Chowan.....	Rockyhook.
Winston, Frances H.....	Franklin.....	Franklinton.

NAME.	COUNTY.	POST OFFICE.
Wiswall, Martha Fowle.....	Beaufort.....	Winsteadville.
Withers, Mary Elizabeth.....	Rockingham.....	Reidsville.
Womble, Frances V.....	Wake.....	Raleigh.
Wood, Eunice Idell .....	Lenoir.....	Falling Creek.
Woodley, Collie D .....	Washington.....	Creswell.
Wright, Bettie C.....	Sampson.....	Coharie.
Wyche, Pearl Eugenia.....	Vance.....	Henderson.
Zoeller, Elizabeth.....	Edgecombe.....	Tarboro.
Total.....		409.

## PRACTICE AND OBSERVATION SCHOOL.

## BOYS.

Bandy, Edward	Hilliard, Eugene
Bandy, Willie	Hilliard, James
Barnes, Bayard	Hodgin, James
Baxter, Walter	Holden, Algernon
Benbow, Carl	Holden, Archie
Benbow, Charles	Holden, Eugene
Benbow, Charlie	Hollowell, David
Benbow, Edward	Hollowell, Walter
Benbow, Eugene	Hudson, Richard
Benbow, Kyle	Hummel, Lee
Bilbro, Payton	Hyman, Liston
Blanchard, Frazier	Ingram, Theodore
Blanchard, Henry	Jenkins, Clyde
Buhmann, Paul	Jenkins, Edgar
Byers, Hugh	Jenkins, Sam
Byers, Norvin	Joyner, James
Carroll, Charlie	Joyner, William
Carroll, John	Keefe, Edward
Causey, Theron	Keefe, Frank
Causey, William	Keefe, Joseph
Cone, Archie	Keefe, Thomas
Donnell, John	King, Albert
Douglas, Martin	King, Edgar
Edwards, John	King, Oram
Faison, Poydrus	Kirkman, Herman
Ferns, Eddie	Landreth, Ernest
Ferrell, Marvin	Ledbetter, Albion
Ferrell, Vernon	Leonard, Colbert
Fields, Frank	Leonard, Edward
Fields, Herbert	Litaker, Jacob
Fields, Monroe	Loman, Chalmers,
Forney, Welborn	Lunn, Frank
Fry, Robert	Malcom, David
Gates, Charlie	Malcom, Ernest
Gates, Judson	Manly, Frank
Groome, Bailey	McCracken, Marvin
Hanner, Herbert	McIver, Charles D. Jr.,
Harrison, Elijah	Middleton, Ransom
Heath, Carl	Neale, Willie
Heath, Chester	Patterson, Willie
Heath, Lacy	Permar, Paul

Pinnix, Carleton  
 Pinnix, Hugh  
 Poole, Morris  
 Poole, Ruble  
 Reese, Sam  
 Regans, Riemer  
 Richardson, Baxter  
 Richardson, Cleveland  
 Richardson, Emmett  
 Richardson, Thaxton  
 Robbins, George  
 Scarboro, Frank  
 Sharpe, Ben  
 Sharpe, Settle  
 Siler, Willie  
 Spivey, Joseph

Spivey, Willie  
 Stack, Urbin  
 Steadman, Clarence  
 Stewart, Harry  
 Suets, Charlie  
 Tate, Oscar  
 Topel, Willie  
 Walters, Lanty  
 Waters, Burton  
 Watson, Willie  
 Wetmore, Weldon  
 Whittington, Earl  
 Whittington, John  
 Wilkinson, Newton  
 Wilson, Hubert

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GIRLS.

Albertson, Cora  
 Bandy, Bessie  
 Bandy, Clyde  
 Barnes, Carrie  
 Barnes, Mildred  
 Barrett, May  
 Benbow, Annie  
 Benbow, Annie Walter  
 Benbow, Mary  
 Bilbro, Josephine  
 Bilbro, Lottie  
 Bilbro, Rosa  
 Blanchard, Nannie  
 Blalock, Myrtle  
 Browne, Fannie  
 Buhmann, Clarence  
 Butler, Emma  
 Byers, Kittie  
 Byers, Ruth  
 Claxton, Claire  
 Coggins, Stella  
 Coltrane, Lillie  
 Creech, Myrtie  
 Creech, Ruth  
 Davis, Epsie  
 DeWitt, Mattie  
 DeWitt, Mollie  
 Dick, Maude  
 Dick, Minnie

Donnell, Daisy  
 Duffy, Emma  
 Ellington, Paisley  
 Elliott, Eleanore  
 Elliott, Lucile  
 Faison, Bettie  
 Faison, Mary  
 Ferns, Annie  
 Ferrell, Lora  
 Fields, Lily  
 Fields, Mabel  
 Floyd, Ida  
 Forney, Edna  
 Forney, Marion  
 Fountain, Eva  
 Fountain, Mamie  
 Fry, Laura  
 Haliburton, Sarah  
 Hanner, Stella  
 Hicks, Sulu  
 Hill, Florence  
 Hill, Mary  
 Hill, Mittie  
 Hill, Nellie  
 Hill, Vervie  
 Hodgins, Berta  
 Hodgins, Mary  
 Holden, Carrie  
 Holloday, Ora

Hutton, Mabel	Scarboro, Cora
Hyatt, Grace	Sharp, Emma
Jeffreys, Pearl	Sharp, Iola
Jeffreys, Sophy	Sharp, Stella
Kirkman, Myrtle	Siler, Nannie
Knight, Jessie	Sink, Pearl
Knight, Mabel	Smith, Hattie
Landreth, Myrtle	Smith, Lillian
Ledbetter, Alice	Smith, Myrtle
Ledbetter, Florence	Smith, Ruby
Maderia, Viola	Spivey, Mollie
Malcom, Maude	Spivey, Renie
Mayo, Annie	Stewart, Ethel
McChristian, Clyde	Stewart, May
McClamroch, Della	Stone, Agnes
McClintock, Sarah	St. Sing, Marion
McIver, Annie	Tate, Katie
Middleton, Jennie	Topel, Walli
Middleton, Willie	Vanstory, Katie
Neale, Eileen	Wagner, Annie
Neale, Mary Frances	Walters, Myrtle
Norwood, Ethel	Ward, Elsie
Olive, Corday	Ward, Mary
Olive, Moisselle	Watson, Meta
Omohundro, Cora	Wetmore, Janet
Omohundro, Fannie	Wilkinson, Leola
Omohundro, Lillian	Wilkinson, Maude
Omohundro, Mattie	Wilson, Alice
Prince, Berta	Zink, Emma
Reid, Annie	
Total.....	230.

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**TOTAL NUMBER RECEIVING INSTRUCTION FROM THE INSTITUTION:**

Number regular students in College.....	409
Number pupils in Practice and Observation School.....	230
	<hr/> 639
Number non-residents receiving regular instruction in	
Correspondence Courses.....	12
Total number taught.....	<hr/> 651

# THE STATE NORMAL AND INDUSTRIAL COLLEGE.

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## HISTORY OF ITS ESTABLISHMENT.

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial College was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution.

But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, but failed in the House by only a few votes.

By the time the next General Assembly had met in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon. J. L. M. Curry, agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for a Normal College, and, through him, the Peabody Fund gives substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features, whereupon the act establishing The Normal and Industrial College was passed and an annual appropriation made for its maintenance. The management of the Institution was placed in the hands of a Board of Directors, consisting of one member from each of the nine congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."



The Board of Directors decided to accept Greensboro's offer, which was \$30,000 in money, voted by the town, and a beautiful ten acre site, located in the corporate limits of Greensboro, and donated by Messrs. R. S. Pullen, R. T. Gray and others.

Since the original donation the Directors have purchased about 116 acres of land.

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### PURPOSE AND ORGANIZATION.

In Section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" "at low prices," and the section closes with the words, "and all useful learning shall be encouraged in one or more universities."

This mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. A few years ago the Agricultural and Mechanical College, also for young men, was established under State auspices and by the aid of the State and the general government.

But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and Federal annual appropriations, or by the income from endowment funds. It was largely in response to the just sentiment that if the State proposes to pay for nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that the Normal and Industrial College was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculties are paid by State appropriations, or by incomes from endowment funds.

The State wants this institution to be good enough for any of its citizens, and the expenses low enough for all. That is what it will strive to become.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is clearly stated in Section 5 of the act establishing it. It is as follows:

"SECTION 5. *The objects of this Institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, typewriting, stenography and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors.*"



It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work, whatever may be her field of labor. To that end there are three distinct departments in the course of study. But the value of the training received in either department will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

1. The Normal Department;
  2. The Commercial Department;
  3. The Domestic Science Department;
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### NORMAL DEPARTMENT.

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make this its first aim. But not all scholars are teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Sciences, Ancient and Modern Languages, Industrial Art, Vocal Music and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching as will give the student the ability and the inclination to teach others. A person who has the right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who had completed their literary education and had graduated from other institutions. This would be an ideal normal college, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright, ambitious graduates from other institutions apply each year for admission into the Normal and Industrial College, the State would not, and should not, under present conditions, support an institution for that small number. Probably the majority of the graduates in the State do not expect to become teachers. As a rule, those who would make the best teachers for the State have not been able to get sufficient scholarship to become experts. Those who have been in better financial circumstances, and who desire to become teachers, have been confronted with the fact that there was not

an institution in the State whose curriculum was arranged with a special view to educating teachers.

Therefore, The State Normal and Industrial College will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional skill among the teachers of the State.

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### COMMERCIAL DEPARTMENT.

The business, or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Bookkeeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

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### DOMESTIC SCIENCE DEPARTMENT.

The authorities of the Institution recognize the fact that the natural and proper position in life for the average woman is at the head of her own household. Exceptions, however numerous, do not affect this rule. This department is therefore mentioned last, not because it is least important, but because training in the other two departments constitutes a very fine preparation for domestic life. A model woman, as the mistress of a model home, ought to know something of business, and, above all things, ought to be an intelligent teacher.

In addition to the training in other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking, Sewing, Cutting and Fitting, Care of the Sick, and General Household Economy.

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### SPECIAL DEPARTMENTS.

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Voice Culture, including Vocal Music, Reading and Elocution.
2. Physical Culture, including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs and promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.

3. Industrial Art, including Form-Study and Free-Hand Drawing; Architectural and Mechanical Drawing; Wood Carving; Modeling in Clay; Designing and Decorative Art, and the History of Art.

Every teacher ought to be able to give lessons in vocal music, drawing and physical culture, and those desiring to graduate in the Normal Department will be required to take a prescribed course in these departments.

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### COURSE OF STUDY AND GRADUATION.

It is the special province of The State Normal and Industrial College to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect the æsthetic features of education.

While the entire course of study has been arranged with a special view to prepare young women to teach, it is doubtful whether any young woman who wants a good general education could pursue a more profitable course of study than the one indicated.

For admission to the Freshman Class, examinations must be passed in the following subjects:

Arithmetic.

United States History.

North Carolina History.

English Grammar and Composition.

Hygiene.

For a student who enters the Freshman Class, four years will be required to complete either of the following courses, whereupon she will receive a diploma; which is a life-license to teach in North Carolina, unless forfeited by a failure to teach for three consecutive years.

*No student will be allowed to take more than twenty-four periods a week, including Physical Culture.*

## REGULAR COURSES OF STUDY.

These courses of study are of equal rank. The diploma of the College will be awarded for the completion of any one of them.

All students who take the pledge to become teachers are required to pursue one of these regular courses, and, as a rule, others are advised to do so. When it seems advisable, however, special courses will be arranged for students who are not under contract to teach.

## COURSE I.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	Trigonometry..... 3	English..... 3
English..... 4	English..... 3	and..... 3	Latin..... 3
Latin..... 5	Latin..... 4	History..... 3	French or..... 3
French or..... 5	French or..... 4	English..... 3	German..... 2
German..... 3	German..... 5	Latin..... 4	Review..... 7
Physical Geog- raphy and..... 3	Chemistry..... 2	French or..... 5	Pedagogics, with practice..... 4
Botany..... 2	General History..... 1	German..... 5	Geology..... 4
English History..... 2	Reading..... 1	Physics or..... 5	Zoology..... 4
Drawing..... 2	Vocal Music..... 1	Architectural..... 3	Mathematics or..... 4
Vocal Music..... 2	Drawing..... 2	Psychology..... 3	Architectural..... 1
Physical Culture..... 2	Physical Culture..... 2	Civics..... 3	Drawing..... 3
		Elocution..... 3	Elocution..... 1
		Music..... 1	Physiology..... 3

## COURSE II.

Allowing special attention to the Department of Domestic Science.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	Psychology..... 3	Pedagogics with practice..... 7
English..... 4	English..... 3	English..... 3	English..... 3
Latin..... 5	Latin..... 4	Latin..... 4	Latin..... 3
French or..... 5	French or..... 4	French or..... 4	French or..... 3
German..... 3	German..... 5	German..... 5	German..... 3
Physical Geog- raphy and..... 3	Chemistry..... 1	Physics..... 3	Physiology..... 3
Botany..... 2	Reading..... 2	Civics..... 2½	Elocution..... 1
English History..... 2	General History..... 2	and..... 2	Review..... 2
Drawing..... 2	Sewing..... 2	Elocution..... 2	Dressmaking..... 4
Vocal Music..... 2	Physical Culture..... 2	Cutting and..... 3½	Household Eco- nomics..... 2
Physical Culture..... 2		Fitting..... 4	
		Cooking..... 4	

## COURSE III.

Allowing special attention to the Commercial Department.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	English..... 3	English..... 3
English..... 4	English..... 3	Latin..... 3	Latin..... 3
Latin..... 5	Latin..... 3	French or..... 4	French or..... 3
French or..... 5	French or..... 4	German..... 4	German..... 3
German..... 5	German..... 4	Civics..... 3	Pedagogics with
Physical Geog- } raphy and } 3	Chemistry..... 5	Elocution..... 2	practice..... 7
Botany..... 3	General History. 2	Music..... 1	Review..... 2
English History. 2	Reading..... 1	Psychology..... 3	Elocution..... 1
Drawing..... 2	Drawing..... 2	Shorthand..... 3	Shorthand..... 1
Vocal Music..... 2	Vocal Music..... 1	and..... 8	and..... 7
Physical Culture 2	Physical Culture 2	Typewriting..... 8	Bookkeeping..... 7

## COURSE IV.

Allowing special attention to the languages. Two languages are required in this course. Four years of Latin and three of a modern language, or four years of French or German and three years of Spanish, French, or German.

FRESHMAN.	SOPHOMORE.	JUNIOR.	SENIOR.
Algebra..... 4	Geometry..... 4	English..... 3	English..... 3
English..... 4	English..... 3	Civics..... 3	Latin..... 3
English History. 2	General History. 2	and..... 2½	French or..... 3
Latin..... 5	Latin..... 3	Elocution..... 2	German..... 3
French or..... 5	French or..... 4	Latin..... 4	Elocution..... 1
German..... 5	German..... 4	French or..... 4	Physiology..... 3
Physical Geog- } raphy and } 3	Chemistry..... 5	German..... 5	Geology or..... 4
Botany..... 3	French..... 5	Physics..... 5	Zoology..... 4
Drawing..... 2	German or..... 4	French..... 4	French..... 4
Vocal Music..... 2	Spanish..... 4	German or..... 4	German or..... 4
Physical Culture 2		Spanish..... 3	Spanish..... 3
		Psychology..... 3	Pedagogics with
		Physical Culture.. 2	practice..... 7
			Review..... 2



## DEPARTMENT OF PEDAGOGY.

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PHILANDER PRIESTLEY CLAXTON.

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Teaching is an art, and, like all other complex arts, has reached its present stage of development through a slow and laborious process of evolution. All right teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should be a person of broad and accurate scholarship. But this alone is not sufficient. She should know the best that has been done and said in the line of her work. She should know something of the nature and growth of the child's mind. She should be acquainted with the best modern practice in teaching, the theories on which such practice is grounded, and the historical steps by which both theory and practice have been reached. These constitute the history, the science and philosophy, and the art of education, to give an introduction to which is the purpose of the work in this department.

Knowing that the practice of most young teachers is influenced much by the methods that have been used in their own education, all teachers in the College endeavor to make their lessons models worthy of imitation, and the head of each department gives some time to a discussion of the best methods of elementary work in that particular department.

### COURSES OF STUDY.

COURSE I.—Elementary Psychology, with special reference to the laws of mental development, the getting of knowledge and skill, and the formation of the will, and to the application of these laws in the education of children. This work is largely inductive, with original observations. Lindner's *Empirical Psychology*.

COURSE II.—(a) History of Education—Painter's *History of Education* and Munroe's *Educational Ideal*, with parallel reading in Compayre's *History of Pedagogy*, Quick's *Educational Reformers*, Browning's *Educational Theories*, Williams' *History of Modern Education*, etc.; (b) Special study of Bacon, Comenius, Locke, Rousseau (*Emile*), Pestalozzi (*Life and Works*, by DeGuimps), Froebel (*Education of Man*), and Spencer (*Essays on Education*).

COURSE III.—(a) Science and Art of Education—Rein's *Outlines of Pedagogy*, DeGarmo's *Essentials of Methods*; (b) Special study of methods of teaching the subjects ordinarily taught in the public schools. McMurry's books on special method and others are read; (c) Teaching in the practice school under the direction and criticism of the head of the department and the supervising teachers; (d) Experiments with small classes in special subjects.

COURSE IV.—A brief course in principles and methods of teaching, discipline, and general school management, and a concise review of the studies of the public schools of the State. This course is intended for those who cannot remain in school long enough to complete the whole of courses I, II, and III. Baldwin's *Elementary Psychology*, Kirkpatrick's *Inductive Psychology* and McMurry's books on special method are used as texts. Members of this class give as much time to the practice school as can be arranged for.

Courses I and II come regularly in the junior year, and course III in the senior. Course IV will in no case be taken as a substitute for courses I, II, or III.

GRADUATE COURSES.—These courses are open to all graduates of this college, and to all others whose general education, pedagogical reading, and experience in teaching have been such, in the judgment of the faculty, as to enable them to understand the work with profit to themselves. It is expected that those taking any of these courses will gain a more thorough understanding of educational principles and a greater mastery of one or more phases of school-room work.

Special work is offered in Reading, Arithmetic and Elementary Geometry, History, Elementary Science, English, Geography, and the General subject of Primary Teaching. Every student is advised to take at least two of these subjects. For this work the class meets in sections.

All graduate students are organized into one class, meeting at least two hours a week, for reading and lectures on the Philosophy of Education. This year this class has read and discussed Lange's *Apperception*, Joseph Payne's *Lectures on Education*, Davis's *Inductive Logic*, Duppeld's *Thought and Memory*, DeGuimps's *Life and Works of Pestalozzi*, Froebel's *Education of Man*, and McMurry's *Method in the Recitation*.

Graduate students teach two or three periods each day in the practice school, teaching the subjects to which they are giving special study.



## PRACTICE SCHOOL.

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PHILANDER P. CLAXTON,  
G. A. GRIMSLEY,  
MARGARET WINIFRED HALIBURTON,  
NETTIE MARVIN ALLEN,  
ANNIE W. WILEY.

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"A normal school without a practice school is like a swimming school without water." All theories of method should be tested in actual schoolroom work. Students should see the result of the continued application of principles under competent supervision. They should also do some regular and definite work, with intelligent and kindly criticism, for a few hours a week through the whole of one year, at least. This work should be done in a school presenting as nearly as possible the ideal conditions of that class of schools in which most of the students will afterwards teach.

The practice school contains eight classes with a total of about two hundred and thirty children. The daily sessions are from 8:45 to 2:30, five days in the week. Most of the regular teaching is done by students from The State Normal and Industrial College, under the direction and supervision of four supervising teachers and the head of the department. All members of the senior class and all special students of pedagogics are required to teach an hour a day through the entire year. Some others are permitted by special arrangement to teach or to observe the work done in the school.

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## CORRESPONDENCE COURSES.

In order to extend the influence of the College and that it may be especially helpful to the teachers, and, through them, to the schools of the state, the following correspondence courses are offered in the history, science and art of education. These courses cover substantially the same ground as the similar courses in the College. Students will be directed and aided in their studies by means of printed or written suggestions and outlines of study, informal correspondence, and written reviews and examinations made from time to time, as integral portions of a course are finished. Condensed typewritten accounts of lectures delivered in this department will be furnished to correspondence students.

This work should be especially helpful to those actually engaged in teaching, and anyone may easily find time to take at least one course each year.

These courses are open to men and women alike.

COURSE I.—Education, Psychology and Child-study.

COURSE II.—History of education and the development of modern educational ideals, methods and systems. This course includes reading in the principal great educational classics and a study of the lives of educational reformers.

COURSE III.—Science and art of education. A study of the purpose of education, the value and relation of the subjects of the school course, general and special methods, discipline, organization and management of schools.

COURSE IV.—Advanced work in special methods, similar to that outlined for graduate students, or in any one of the preceding subjects. This course IV. is intended for graduates of this college and others who may have done an equal amount of pedagogical reading. The work will be guided chiefly by informal correspondence.

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### DEPARTMENT OF ENGLISH.

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JAMES YADKIN JOYNER.

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The course in English embraces four years. To stimulate and cultivate a taste for good literature, masterpieces of prose and poetry are studied each year. These masterpieces serve also as sources of inspiration and models for the student. From a careful study and analysis of these, under the direction of the teacher, it is sought to lead the student to discover the secret of their power, and to observe and to learn from these concrete examples many of the laws of literary art. Literary work, based upon and supplementary to this study of literary models, is required of every student in every class.

Beginning with masterpieces of the simplest forms of narrative and descriptive prose and poetry, the course is arranged with a view to enabling the student to advance step by step to the study of more complex and difficult forms of each, and thus to work out for herself, inductively, from a careful study and observation of the best writings of the best writers in the various departments of literature, the great essential laws of literary structure, style, and art. To afford the student an opportunity of applying these laws and thus aid her in the formation of good prose style, this analytical study of the masterpieces of literature is supplemented by a parallel progressive course in English Composition, commencing with the simplest forms of prose writing and concluding with the more complex forms.

That the student may observe for herself the development of the English language and literature, the principal works of the representative authors of the important epochs in English literature are studied.

**FRESHMAN.**—A brief review of the Essentials of English Grammar and the Laws of Sentence Structure; Exercises in Letter Writing, Dictation, Reproduction of Short Stories, etc.; with special attention to Sentence Structure, Capitalization and Punctuation; Study of certain Masterpiece of Irving, Hawthorne, and other Prose Writers of this century; Principles and Laws of Narration and Description; Clark's Briefer Rhetoric; Practice in Writing Narrative and Descriptive Essays; Readings from Longfellow and Whittier; Rhetorical Imagery.

**SOPHOMORE.**—Rhetoric; Parallel Readings; Critical Readings; Expository Essays from Various Authors; Original Essays in Exposition; a Brief Survey of the Field of English and American Literature with a View to Acquainting the Student with the Principal Writers of the Principal Epochs, the Times in which they Lived, Such Leading Events in their Lives as Influenced their Writings, the Names, Character, and Influence of their Principal Works. Morgan's History of English and American Literature.

**JUNIOR.**—Study of the Elizabethan Era; History of the Gothic Drama; Shakespeare—Merchant of Venice and Macbeth, with Guides to Study; Essential Laws of Dramatic Art and Application of these by each Student to the Study and Criticism of one Great Work of Dramatic Prose Fiction; Critical Theses; Trench on Words; Philological Contents of Words.

**SENIOR.**—Critical Study of Representative Works of Representative Authors of each Important Era, Observing the Development of the English Language and Literature; Critical and Comparative Study of Tennyson's In Memoriam, Milton's Lycidas, and Shelley's Adonais; Study of Poetic Form; Essays of Macaulay, DeQuincey, and Carlyle; Essay Writing.

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## DEPARTMENT OF READING AND ELOCUTION.

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MARY SETTLE SHARPE.

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The department is designed to produce good readers, and throughout the entire course to excite within the students an admiration for and appreciation of the highest, noblest models in Literature, Art and Oratory.

It has been justly claimed that no other exercise will call forth so natural and uniform an action of the whole system as the proper exercise of the voice. Therefore the aim of the department is to give the best training in the following subjects:

1. Physiology of the voice-producing organs. Exercises in Breathing, Articulation, Inflection, Emphasis, Tone Coloring.

2. Voice culture with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

### 3. Principles of Gesture.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best authors of English and American literature.

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## DEPARTMENT OF HISTORY.

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LUCY H. ROBERTSON.

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The course of study in History has been arranged with a view to imparting to students the following essentials:—1. Familiarity with the great names and events of history; 2. A distinct idea of chronological order; 3. A systematic knowledge of the relative importance of contemporaneous events.

While political history is necessarily given a large place in the consideration of a country and nation, special attention is directed to the growth and development of institutions; to the inner life of the people as it finds expression in forms of government, social life, progress in art, science, literature, religion, and all that goes to make up the peculiar genius of a people.

By the encouragement of independent research, it is sought to inspire enthusiasm for historical study and to develop the faculty of judgment, enabling the student to trace effect to cause, and so to train her reasoning powers as to bring acquired knowledge to bear upon everyday experience, and thereby to solve the problems presented in current history.

The instruction by text-books is supplemented by topical study, parallel reading, and research in a well-selected library.

COURSE I. History of England, with topical studies from United States History.

COURSE II. History of Greece and Rome, with introductory lectures on the history and influence upon civilization of the older nations of the Orient. Topical studies in Mediæval History.

COURSE III. Topics in Modern History: The Renaissance and Reformation in different countries; The French Revolution; Topics in American History and in Nineteenth Century European History; Studies in Colonial Records.

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## CIVICS.

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CHARLES D. MCIVER.

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The state's chief object in establishing and fostering public schools, high and low, is to make good citizens.

The Normal and Industrial College receiving a part of its support from legislative appropriation, and being charged with the duty of

preparing teachers to work in the schools of the state, proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public school teacher should be prepared to teach, in connection with the history of the state and of the United States, the rights, privileges and duties of a citizen.

This subject is taught by lectures and by use of text books, and is in charge of the President of the Institution. The text-books used are Finger's Civil Government, Peterman's Civil Government, Peele's Lives of Distinguished North Carolinians; Curry's Southern States of the American Union.

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## DEPARTMENT OF MATHEMATICS.

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GERTRUDE W. MENDENHALL.

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FRESHMAN.—Elements of Algebra.

SOPHOMORE.—Geometry.

JUNIOR.—Trigonometry, four months of first term.

Students admitted to the Freshman class must pass a satisfactory examination in Arithmetic, showing ability to analyze and explain correctly.

Those poorly prepared must study Arithmetic for one year before being admitted to the Freshman class in Mathematics. Work in this department is optional in the Senior Year.

Opportunity will be offered for more advanced work in Mathematics should any desire to continue the study beyond the requirement.



## DEPARTMENT OF SCIENCE.

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DIXIE LEE BRYANT,  
MARY M. PETTY,  
ALICE H. BRUERE.

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FRESHMAN.—Physical Geography and Botany.

SOPHOMORE.—Chemistry.

JUNIOR.—Physics.

SENIOR.—Zoology or Geology.

*Physical Geography.*—This subject occupies the first term of the Freshman year, and will be introduced by some simple experiments in elementary science to illustrate the states of matter, law of gravitation, laws of motion, chemical affinity, etc., in order that the students may obtain some conception of the laws regulating the forces of which physical geography mainly treats, as well as to initiate them into independent observation work.

The course proper will consist of work upon the important topics of *air, water, and land*, together with a classification of *plants and animals*, with special reference to their distribution and uses.

A text-book embracing these subjects will be furnished each student, and reference books will be found in the library; but, besides recitations, much time will be devoted to original observations.

The notes and conclusions of all work must be kept in individual note books.

The purpose of this course is not only introductory and preparatory to the succeeding science, but it is an attempt, by the study of the surface of the earth as affected by the mutual influence of man and nature, to put life and meaning into geography.

*Botany.*—*Course I.*—*Systematical and Structural Botany of Flowering Plants.*—This occupies the second term of the Freshman year, and is prefaced by a brief course in plant biology and structure, and in the classification of cryptogamic plants.

The major part will be macroscopic laboratory work on plants themselves, following plant life from seed to leaf, and from flower to fruit. Each student will be expected to express her observations, not only in recitations but in written descriptions, and in sketches.

An herbarium of thirty flowers, with their written analyses, is required to complete the course.

*Course II.*—*Cryptogamic Botany.*—A brief course in this subject is offered each year. The preparation required is Botany of Flowering Plants and Chemistry.

*Chemistry.*—*Course I.*—*General Chemistry.*—Instruction in this department is given by lectures illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures.

The latter part of the year will be devoted to simple methods of analysis.

*Course II.—Organic Chemistry.*—This course is offered to the students in the Domestic Science department. It consists of two hours per week in organic chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

*Course III.—Analytic Chemistry.*—This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and be able to detect them either free or in compounds.

They will also have some instruction in the quantitative analysis of compounds.

*Physics.*—This course extends through the Junior year, and must be preceded by Chemistry. The first half of the year is given to Mechanics and Heat, the second half to Electricity, Magnetism, Sound and Light.

It is the purpose of the work to make the student acquainted with the principal laws and phenomena in the various divisions of the subjects, to direct her attention to the operation of these laws in the world about her, to explain some of the machines and instruments in which these laws have been applied, but, above all, to teach the student to observe accurately, and to seek an explanation of what has been observed.

The instruction is given by lectures, recitations, and laboratory work. In the laboratory work the student is required to perform experiments and then write full descriptions and explanations of the phenomena observed.

*Zoology.*—This course is a full year's work, and should follow Chemistry and Physics.

The lectures take up the subject systematically, and, at the same time, seek to develop the principles of Biology. The elements of microscopic technique form a part of the course.

There were furnished this year nicely prepared alcoholic and fresh specimens of invertebrates and typical vertebrates, for individual work. In this way a fair idea of gross comparative anatomy was obtained.

The biological laboratory is supplied with ten compound Leitz microscopes, an incubator, paraffine bath, microtome, and necessary reagents and accessories.

*Embryology.*—A short course in the embryology of the chick is offered in the spring term.

*Geology.*—This course extends through one year. A fair knowledge of the elements of Chemistry and Physics is necessary to a satisfactory pursuit of this subject.



The first term is given to descriptive and blowpipe mineralogy, and descriptive lithology. For this purpose the institution has purchased fifteen sets of one hundred and fifty different typical rocks and minerals. By individual study of these, the students are expected to become familiar with the commonest rocks and minerals in the State.

Dynamic Geology follows, the principles of which are illustrated, as far as possible, by observation of processes now at work upon the surface of the earth.

A synopsis of Historical Geology concludes the course. The aim of this is to tell briefly the story written in the book of stone.

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## DEPARTMENT OF ANCIENT AND MODERN LANGUAGES.

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### LATIN.

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VIOLA BODDIE,  
MARY A. SANDERS, ASSISTANT.

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FRESHMAN.—First principles of grammar and composition; Viri Romæ.

SOPHOMORE.—Cæsar's Gallic War, with composition.

JUNIOR.—Cicero, composition; Vergil's *Æneid*.

SENIOR.—Livy; Horace.

Throughout the course there are given, by teachers and students, talks on Roman life and such other subjects as will be specially helpful in understanding and appreciating the author read.

No previous work in Latin is required for admission, but we recommend that students endeavor to secure at least one year's good training before entering the college.

Candidates for graduation must complete the first four years of the work unless a modern language be substituted.

The department offers a postgraduate course to those desiring to pursue the subject further. This course will be specially helpful to those intending to teach Latin.

Text books, except lexicons, are furnished by the college.

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### FRENCH.

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NENA MORROW.

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FRESHMAN.—Elementary grammar; inflection of regular and the more usual irregular verbs; a good pronunciation; ability to understand easy French, spoken or written; reading not less than 300 pages easy French; composition.

SOPHOMORE.—Grammar; mastery of irregular verbs, reading not less than 400 pages modern French, prose and verse, composition.

JUNIOR.—Advanced grammar; composition, French history and literature, especially of the 17th century.

SENIOR.—Literature of the 18th and 19th centuries; study of current literature, scientific and educational, through leading reviews. Composition; conversation.

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#### SPANISH.

NENA MORROW.

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1ST YEAR.—Elementary grammar and composition; reading and conversation.

2ND YEAR.—Advanced grammar and composition; literature and conversation.

3RD YEAR.—Study of literature, correspondence and conversation.

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#### GERMAN.

BERTHA MARVIN LEE.

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FRESHMAN.—Reading easy German, about three hundred pages; first principles of grammar and composition.

SOPHOMORE.—Reading German literature of the present century, prose and verse; grammar.

JUNIOR.—German classics; grammar; composition; brief history of Germany, and of German literature.

SENIOR.—Grammar, frequent exercises in writing; a critical study of some masterpieces of German literature; parallel reading.

Throughout the course attention is given to the relation of German to English, and there is constant exercise in reading at sight.

The object of the course is not only to give that accuracy of thought and expression which comes from the severe study of a foreign language, but to give such a ready use of written German as will make the language a valuable means of further study in literature or pedagogics.

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#### DEPARTMENT OF PHYSIOLOGY AND PHYSICAL CULTURE.

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ANNA M. GOVE, M. D.,  
MARY SETTLE SHARPE,  
LAURA HILL COIT.

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The work in this department is under the direction of the resident physician of the Institution, and of the Director of the gymnasium

The general object of the department is to give the students such knowledge as will make them reverence and care for their bodies, and such training as will give them strength and conduce to their happiness.

The course of instruction in Physiology embraces the study of protoplasm and cell life, of the osseous, muscular, cutaneous and nervous systems, as well as the consideration of foods, digestion, and circulation.

In the classroom use is made of the articulated bony skeleton, charts, chart manikin, and of plaster models. In addition to these, students are shown specimens of heart, brain, etc., and by occasional dissections of some lower animal, the action of the lungs and heart is demonstrated.

The aim of the work in Physical Education is to correct careless physical habits, develop the body symmetrically, and give to the student that erect, strong, reliant, dignified, graceful carriage, and deportment that always characterize the cultured woman. The purpose is not only to provide systematic, graded, healthful exercise for the class, but also to give to each student such exercises as her peculiar case demands, to straighten crooked shoulders, to strengthen weak lungs, to develop chest and arms, and to improve her general bearing. Work in the gymnasium is begun with very simple free movements, and as gradually as possible, the difficulty and number of movements is increased and work with the apparatus introduced. Students are encouraged to take a cold sponge bath after exercising.

Much improvement has been noticed in the strength, health and general bearing of the students.

To all the classes are given such exercises and educational games as will be of practical use to them as teachers in the public schools where a regular gymnasium is not procurable.

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## DEPARTMENT OF VOCAL MUSIC.

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CLARENCE R. BROWN.

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The Music Department of the State Normal and Industrial College is based upon somewhat different principles from that of other schools for the education of women.

Experience shows that while the percentage of people who sing is very small, the percentage of those who cannot be taught to sing is much smaller.

It is estimated that in this country from 85 to 90 per cent. can be taught to sing.

In Germany and other countries where music has been taught for generations in all schools, public and private, and where a child learns to sing as he learns to read, the per cent. is about 98. Amer-

icans are awakening to the fact that music is not only a good, but a necessary thing, and the schools in which music is not taught are rapidly disappearing.

No town or city of any considerable size is without a teacher of vocal music in the schools, and the effect of this work will be appreciably felt a few years hence, when the influence of music taught in our schools shall begin to tell on our church, Sunday School and day school singing, and, in fact, on the singing of the masses in all gatherings, both public and private.

In Germany no man can obtain a position in the government schools unless he can play the violin and teach singing, and the day is not far distant when no man or woman can obtain a position in any first-class school of this country, unless he or she be able at least to conduct the music lessons in the school under the direction of the special instructor.

It is the purpose of the music department of this school to give each student, regardless of any special talent for music, an opportunity to become a fairly good singer, to have sufficient knowledge of the rudiments of music to enable her to read at sight all ordinary music, and to be able to teach the first principles of singing and sight-reading to the pupils of her school.

It is also the purpose to furnish the best possible local training for those whose talents and natural endowments fit them for higher development in the art of singing.

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## DEPARTMENT OF ART.

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MELVILLE VINCENT FORT.

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The object of the Art education in this Institution is to give instruction and practice in drawing, so that a student may express her ideas in form, and to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial Drawing is, more than ever, recognized as an important factor in education, since it gives skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful.

Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness, and accuracy that are required by this training are of incalculable value.

By training the eye and hand industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first year consists of drawing from blackboard pictation, lines, straight and curved, and a combination of these

lines; originating simple designs; clay modeling and charcoal drawing from geometric solids.

The second year, æsthetic and mechanical drawing—geometric and perspective.

The third year, architectural drawing, designing simple houses, working out the plans and elevations.

During the fourth year architectural drawing is continued.

After completing the first and second year's work, or standing a satisfactory examination, wood carving and china painting may be pursued.

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### DOMESTIC SCIENCE DEPARTMENT.

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MINNIE L. JAMISON,  
FANNIE HOEN MASSEY.

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The aim of the Domestic Science Department is to give students a practical knowledge of those industries that pertain directly to the home and family, also to train them in habits of neatness and order upon which the happiness of every home so largely depends. It is its purpose also to present the work in a practical, psychological way, so that students may be prepared to teach Domestic Science in the public schools.

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### DEPARTMENT OF SEWING.

COURSE I.—One term is given to plain hand-sewing and simple embroidery. Following this work in the second term is drafting patterns, cutting and making undersuits.

COURSE II.—Cutting, fitting and making various styles of dresses.

No student will be allowed to take the second year of sewing unless the first has been satisfactorily completed in this institution or elsewhere.

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### DEPARTMENT OF COOKING.

COURSE I.—In addition to the actual, practical instruction in the art of cooking, students have the advantage of some work in the division and combination of foods.

COURSE II.—General Household Economy, including the artistic and sanitary conditions of the home.



## COMMERCIAL DEPARTMENT.

E. J. FORNEY.

### SHORTHAND.

We teach the original Isaac Pitman system of shorthand, and it is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails in the department, and, the course being well graded, the student is led step by step, through easy and natural stages, to *see*, to *think*, and to *act* for herself.

The course at first embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, copied in the letter book, etc.

Believing that a larger portion of our students will be ultimately engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. We also give technical instruction, such as Medical and Legal terms, etc.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

The educational value of shorthand has received far less attention than the utilitarian side of the study. The position of this art in relation to intellectual pursuit is unique. It is not only a useful accomplishment, worthy of acquirement on its own account, but the very act of learning it is a mental discipline of no mean order.

There are two courses of which a student may avail herself—one for special students who wish to make a specialty of shorthand and typewriting; the other for those who are taking Course III (see pages 26 and 27) leading to graduation, but no student will be permitted to graduate in this course who shall not have acquired the ability to write 80 words a minute, requirements being the same as for certificates. The course of instruction for the special students will be planned as far as possible with reference to their special needs. Where it is deemed necessary, sentence structure and rhetoric in the English department of the institution will be required.

The diligent student can, in eight months, acquire a speed of eighty to one hundred and twenty words per minute, which is sufficient to do good office work, but, if reporting is intended, the subject should be studied for at least two sessions.



Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125 (and above) words a minute. Students must pass examinations in Grammar, Rhetoric and Arithmetic before receiving this certificate.

If business men who may be needing stenographers will write to this Department, they will be put in correspondence with efficient help.

**HOME STUDY.**—There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request outline a course of home work, and during the regular session (October to May), all exercises sent to the college will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results*. Therefore it will take time and energy. In order to make the course as strong as possible, the outline includes the use of a number of books, the cost of which the student must bear. The first instalment of books need not exceed \$2.40, and the entire cost for a year's work will be about \$4.

During last year the department was glad to extend help to eight or more non-resident students.

#### TYPEWRITING.

The Remington Typewriter is used as the most important machine, though other machines will be introduced. This department is designed not only to give the student skill in the use of the machine, but special attention is paid to vocabulary, spelling, punctuation and paragraphing. The instruction in this department is purely practical.

#### BOOKKEEPING.

The course in bookkeeping and business practice is similar to that which can be obtained in progressive commercial colleges. We do not teach, as is commonly done, the copying of accounts from text-books, thus making up the "sets," but each transaction is presented to the student as much like the performance of actual business as possible. The result of each student's work can be made entirely different, and the calculation, addition, and getting off of trial balance depend upon the student's efforts. The student is, therefore, taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will not only make bookkeepers, but at the same time the student becomes thoroughly conversant with all kinds of common commercial forms, blanks, etc. The arrangement of the books, blanks, etc., is such that the subject can be taught with ease in schools of lower grade.

### ADMISSION OF STUDENTS.

The Normal and Industrial College is a part of the Public School system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, it has made its requirements for admission to the Freshman Class, such that any bright girl who has improved all her opportunities in the best country public schools can enjoy its advantages. To make the requirements for admission lower than this is unnecessary, and to make them higher would exclude many worthy and ambitious young women belonging to a class which, more than any other, influenced the Legislature to vote for the establishment of the institution, and who have therefore, a peculiar right to its advantages.

As the public schools throughout the State become better, the entire course of study in this Institution will be advanced.

At present the following will be the

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### REQUIREMENTS FOR ADMISSION.

1. As to scholarship, the applicants, in order to be admitted to the Freshman Class, must be able

(a) To analyze any ordinary arithmetical problem;

(b) To express thoughts accurately in writing;

(c) To show a reasonable familiarity with English Grammar, Geography, History of the United States, History of North Carolina and Physiology and Hygiene as taught in the public schools;

2. They should be sixteen years old and in good health

3. They should send with their applications, *which they themselves must write, statements from their last teachers as to scholarship, conduct and habits of study.*

So far as recitation room and teaching force is concerned, the Institution can accommodate four hundred students; but the number it can accommodate with board in its dormitories is limited. (Board can be had in good families near the Institution at from \$9 to \$12 a month. Board is furnished in the dormitory buildings of the Institution at not exceeding \$8 a month.)

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### BOARDING PLACES IN THE DORMITORIES.

One hundred and fifty of the boarding places in the dormitories will be given to students who have free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition whether they intend to become teachers or not, the money thus derived from tuition being used to enlarge and better equip the dormitories.

*Any county appointments not applied for by August 1st, will be given to applicants from other counties, preference being given to the following classes :*

1. Graduates of colleges for young women. This is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars, and because these graduates can be prepared in a shorter time to begin teaching in the State's schools.

2. Those who have spent a year or more at the Institution, boarding in private families, and whose conduct and studious habits have commended them to the faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.

3. The best material among new applicants.

### COUNTY APPORTIONMENT.

Of the one hundred and fifty county appointments, which merely give the privilege of securing board at the reduced rate in the dormitory buildings, the following is the apportionment, by counties, according to law :

2 Alamance	2 Forsyth	1 Orange
1 Alexander	1 Franklin	1 Pamlico
1 Alleghany	2 Gaston	1 Pasquotank
1 Anson	1 Gates	1 Pender
2 Ashe	1 Graham	1 Perquimans
2 Beaufort	2 Granville	1 Person
1 Bertie	1 Greene	2 Pitt
1 Bladen	3 Guilford	1 Polk
1 Brunswick	1 Halifax	3 Randolph
4 Buncombe	1 Harnett	1 Richmond
2 Burke	2 Haywood	2 Robeson
2 Cabarrus	2 Henderson	2 Rockingham
2 Caldwell	1 Hertford	2 Rowan
1 Camden	1 Hyde	2 Rutherford
1 Carteret	3 Iredell	2 Sampson
1 Caswell	1 Jackson	1 Scotland
2 Catawba	3 Johnston	2 Stanley
2 Chatham	1 Jones	2 Stokes
2 Cherokee	1 Lenoir	2 Surry
1 Chowan	1 Lincoln	1 Swain
1 Clay	1 Macon	1 Transylvania
2 Cleveland	3 Madison	1 Tyrrell
2 Columbus	1 Martin	2 Union
2 Craven	1 McDowell	1 Vance
2 Cumberland	3 Mecklenburg	3 Wake
1 Currituck	2 Mitchell	1 Warren
1 Dare	1 Montgomery	1 Washington
2 Davidson	2 Moore	1 Watauga
1 Davie	2 Nash	2 Wayne
2 Duplin	1 New Hanover	3 Wilkes
1 Durham	1 Northampton	2 Wilson
1 Edgecombe	1 Onslow	2 Yadkin
		1 Yancey

### APPLICATIONS AND EXAMINATIONS.

*Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the faculty.*

*All applications for the competitive examination should be in the hands of the President on July 20.*

If, on that day, the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident, from the application and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the Institution, notification will be given, and the examination for classifying such students will take place when they arrive at the Institution. If, however, there should be more applicants than can be admitted from the county, a competitive examination, prepared by the faculty, will be held at your county seat about August 1.

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### BOARDING ARRANGEMENT AND EXPENSES.

Students are allowed to board in private families in Greensboro, provided the President of the Institution is notified in advance and approves of the places where they propose to board. The Institution cannot rid itself entirely, nor does it desire to, of responsibility for the conduct of its students out of school hours, even though they do not board in the college dormitories. It will, therefore, receive as students only those who board in such homes as will be managed in harmony and sympathy with the government of the Institution. Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal, and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the State, and board will be furnished at actual cost, not to exceed \$8 a month. The law does not allow any profit to be made on the boarding department.

At the close of each annual session the supplies left over will be sold, and whatever surplus is left in the hands of the Bursar and Matron will be distributed to the students who may have boarded in the dormitories.

The dormitory building will be made pleasant homes for the students. Their social life will receive special attention, and a woman physician will be on the premises night and day, and will have the constant care of their health.

## EXPENSES FOR ANNUAL SESSION.

Board in dormitories (not to exceed)	-	-	-	-	-	-	-	\$64.00
Laundry	-	-	-	-	-	-	-	12.00
Medical and Physical Culture fee	-	-	-	-	-	-	-	5.00
Fee for use of Books and Apparatus	-	-	-	-	-	-	-	5.00
Registration fee	-	-	-	-	-	-	-	4.00
								<hr/>
Total, exclusive of tuition	-	-	-	-	-	-	-	90.00
Tuition for entire course	-	-	-	-	-	-	-	40.00
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Total, including tuition	-	-	-	-	-	-	-	130.00

The payments for the regular charges and this fee will be due as follows, quarterly (two months) in advance:

For students who board in dormitories and have free tuition:

October 5	-	-	-	-	-	-	-	\$30.00
November 30	-	-	-	-	-	-	-	20.00
February 1	-	-	-	-	-	-	-	20.00
March 28	-	-	-	-	-	-	-	20.00

For students who board in dormitories and pay tuition:

October 5	-	-	-	-	-	-	-	\$40.00
November 30	-	-	-	-	-	-	-	30.00
February 1	-	-	-	-	-	-	-	30.00
March 28	-	-	-	-	-	-	-	30.00

For students who have free tuition and do not board in dormitories:

October 5	-	-	-	-	-	-	-	\$14.00
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For students who pay tuition and do not board in dormitories:

October 5	-	-	-	-	-	-	-	\$24.00
November 30	-	-	-	-	-	-	-	10.00
February 1	-	-	-	-	-	-	-	10.00
March 28	-	-	-	-	-	-	-	10.00

No free tuition is given to a non-resident of the State, but a tuition charge of \$60.00, instead of \$40.00, is made.

Students who do not go home during the holidays will pay \$2.25 for board and laundry for the extra week.

The only additional expenses at the Institution will be for medicine used; literary society fee; for graduates, a diploma fee of \$5.00; and a gymnasium outfit costing not more than \$5.00. This gymnasium outfit, including a pair of gymnasium shoes, a union undersuit and an oversuit of blue serge, is required to be of uniform ma-



terial and make, and cannot therefore be made at home.

All materials are furnished to students at cost.

To any student not boarding in the dormitories desiring to take a special course in Phonography, Domestic Science, Art, Vocal Culture, or other single department, and who does not expect to become a teacher, a charge of \$20.00 for tuition will be made, besides the regular fees.

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from \$10.00 to \$32.00, according to price paid for board. Board in private families must be paid monthly in advance.

All students whether with or without free tuition must pay their board and other living expenses, according to the terms of the catalogue.

If the resources of the Institution permitted, it would use only single beds. There will doubtless be students who, by the advice of the physician, will be *required* to occupy single beds. In such cases an extra charge of two dollars a year will be made to each student. If others who apply desire to have single beds, they can secure them on the same terms.

The students are not required to bring any text-books. The Institution will, for the book free, furnish the use of all ordinary text-books. But it might be helpful if students would bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, French, or German Lexicons, when needed, must be purchased by the student.

*In all business matters the Institution prefers to deal directly with the students, rather than with their parents or guardians.* This gives them business experience, and makes them see what their training is costing.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for the resident physician to advise them to return home.

*Let all checks and money orders be made payable to E. J. Forney, Bursar.*

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### FREE TUITION.

The only students who can have free tuition at The Normal and Industrial College are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of The Normal and Industrial College because it is my desire and intention to make teaching my profes-



sion, and I agree, in consideration of free tuition granted me in said institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the Institution. If I fail to teach as herein stated from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the institution full tuition for the time I attended."

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### IMPORTANT DIRECTIONS.

1. The Normal and Industrial College will begin its eighth year's work October 5, 1899. The length of the annual session is eight months. It is urged that all students be present on the first day.

2. There will be a vacation of one week at Christmas.

3. When application is made for admission, the applicant should not fail to give her county.

4. Applicants for board in the dormitory should state whether or not they desire single beds.

5. The rooms in the dormitory building have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and a pair of pillow cases, 2 pairs of sheets, one pair of blankets, one counterpane, towels and table napkins, one spoon, knife, and glass for individual use in her room. Those using single beds will need to bring more bedding. Students who board in private families are expected to bring two pairs of sheets, one pair of blankets, one counterpane, towels and table napkins.

6. All applications for admission will be filed, and whenever vacancies occur unexpectedly they will be filled by the appointment of those who have filed their applications.

7. If, *after examining this catalogue carefully*, further information is desired, it can be obtained by addressing President McIver, Greensboro, N. C.

## GENERAL INFORMATION.

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### FACULTY.

The faculty consists of thirty teachers, including assistants. All, except four are natives of the South, and more than two-thirds of them are native North Carolinians. In their culture and training they represent our best Southern Colleges and Universities; the leading Scientific institution of New England and its most popular College for women; the foremost Normal College in the South; the oldest State Industrial College for women in the South; the leading Medical College for women in New York. Several members of the faculty have pursued courses of study in Europe.

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### EQUIPMENT.

No institution of learning can accomplish its work without good general equipment. Well-arranged buildings, good furniture, and a strong faculty are not the only essentials. Scholars, unlike poets, are not born; they grow. And students should breathe an atmosphere that will promote growth. No institution without a good library can reasonably hope to send into the world graduates with a literary or professional spirit.

As a part of the general equipment, this Institution is provided with a well selected library. Great care has been taken to select such books as will be most serviceable to students in their work in the various departments, and the library is kept open and is in constant use from 9 a. m. to 5 p. m.

A Reading Room, containing the best current literature, including State and national newspapers, leading magazines, and educational journals, is open to the students at all hours.

The Gymnasium is well equipped with apparatus for physical culture.

The department of Natural Science has well equipped laboratories, supplied with microscopes, specimens and other necessary working apparatus.

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### STUDENTS' ORGANIZATIONS.

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the Institution and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

### THE ADELPHIAN AND CORNELIAN SOCIETIES

are two literary organizations of strength and usefulness both to the Institution and to the individual members. They are managed by the students themselves, and the faculty have no connection with them except honorary membership. After observing for several years the progress of those students who have joined these societies and of those who have not, the authorities of the Institution do not hesitate to say that it is a great mistake for a student not to become a member. Besides the literary work, they give a training to students in self-control and in influencing others' thoughts which the regular work of the Institution cannot give.

The Board of Directors prohibit any other secret organizations.

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### THE YOUNG WOMENS' CHRISTIAN ASSOCIATION

is the organization under whose auspices most of the religious work of the Institution is done. All the students are invited to become members, and the faculty gives such aid as they can in the prosecution of the work. The association has charge of the charity work, daily Bible study, pastors' prayer-meetings, and other general religious work. The pastors in town and others are frequently invited to make addresses before the organization.

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### LOAN FUNDS AND FELLOWSHIPS.

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#### WOMENS' EDUCATION CLUB

is a co-operative philanthropic association, whose aim it is to help worthy and ambitious young women who have brains and character, but who are unable to defray all the expenses of their education. The membership consists of members of this Institution and others whom they can induce to join the club. The annual fee, \$2, is due the first of December for the next five years after becoming a member of the organization. It will use its funds by making loans to worthy students who could not enter the Institution without this help.

#### THE JARVIS BUXTON LOAN FUND.

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

#### THE ADELAIDE WORTH DANIELS FUND.

This fund, amounting to \$100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

**THE LIDA CARR FELLOWSHIP FUND.**

This fund was established by Mrs. Julian S. Carr, and yields in interest \$200 a year.

**OTHER LOANS.**

The Alumnæ Association and the Adelprian and Cornelian Societies have each made small loans annually to especially deserving students.

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**DISCIPLINE.**

The general policy in regard to discipline has been to trust the students and appeal to their honor and pride, and to their interest in the success of the Institution. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Whatever regulations have been made in regard to conduct and study hours have been the result of a consultation with the students and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall, where each of them has a desk, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the students, and to make them, as nearly as practicable, a self-governing body. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years*, the sober judgment of the student can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student when she registers is required to sign the following contract:

**CONTRACT.**

I do hereby contract with The State Normal and Industrial College, that so long as I shall remain a student of the Institution, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books, or other property. Moreover, if I should accidentally do damage to any property of the Institution, I hereby agree to report it promptly to the President of the Institution, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done in order that it may be properly assessed and that I may pay for the same.

## SOCIAL LIFE.

With regard to the social management of the dormitories, we consider it essential that the young ladies should have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, but no night must be spent out of the dormitories without a written request from parents or guardians, and, even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young ladies will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations, unless a written request for each case comes from her parents or guardian addressed to the President or Lady Principal.

## SCOPE OF PATRONAGE.

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage and its wide range as to locality, class, and previous educational opportunity:

Number of students	- - - - -	408
Average age of student	- - - - -	19½
Number of counties represented	- - - - -	78
Number of graduates of other institutions for women	- - - - -	10
Number who have taught	- - - - -	95
Number who defrayed their own expenses	- - - - -	144
Number whose fathers are not living	- - - - -	119
Number whose fathers are farmers	- - - - -	131
Number whose fathers are merchants	- - - - -	46
Number whose fathers are clergymen	- - - - -	15
Number whose fathers are physicians	- - - - -	11
Number whose fathers are teachers	- - - - -	7
Number whose fathers are lawyers	- - - - -	11
Number whose fathers are lumber dealers	- - - - -	2
Number whose fathers are drummers	- - - - -	2
Number whose fathers are manufacturers	- - - - -	11
Number whose fathers are mechanics	- - - - -	8
Number whose fathers are railroad agents	- - - - -	7
Number whose fathers are clerks	- - - - -	9
Number whose fathers have retired from business	- - - - -	6
Number whose fathers are engaged in miscellaneous business,		23
Number educated, partially or entirely, in public schools	- - - - -	363
Number who, according to their own statement, would not have attended any North Carolina college if they had not become students of the Normal and Industrial College	- - - - -	299

## THESE FIGURES SHOW.

1. That over 35 per cent., or more than one-third, of the students of the past year defrayed their own expenses, with borrowed money or with their own earnings, and without help from parents.



2. That over 68 per cent., or more than two-thirds, would have attended no other North Carolina college if they had not become students of the State Normal and Industrial College.

3. That 363 students, or more than 89 per cent., received their preparation partially or entirely in the public schools.

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### AN EDUCATIONAL CENTER.

The Normal and Industrial College and its friends are to be congratulated upon its location. Greensboro is one of the prosperous, growing towns of the State. It has long been an educational center.

Its healthfulness is well known, and its social and moral influences are the best. Its people, and the people of Guilford County are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where, for so many years, their alma mater educated the women of the State.

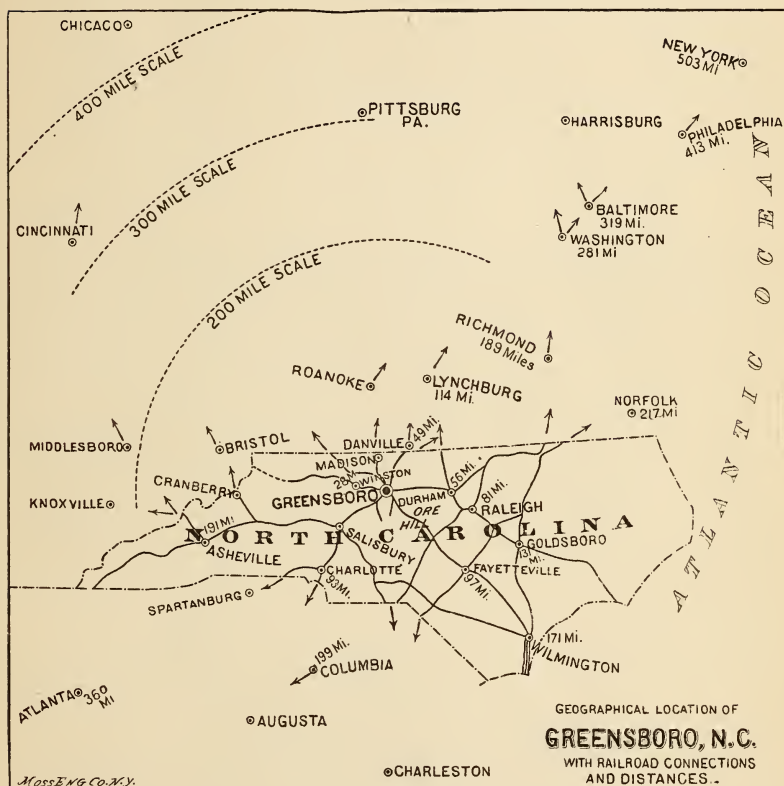
The Greensboro Female College, managed under the auspices of the Methodist church, is located here, and is one of the most popular institutions in the State. There are other excellent private schools, among them the Brockmann School of Music. The public schools of Greensboro are well equipped, and do efficient work, giving boys and girls a thorough preparation for college.

There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to educate their children.



## GREENSBORO'S ACCESSIBILITY.

There is another important reason why the Institution is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the railroad centre of the State. The North Carolina Railroad, the Northwestern North Carolina Railroad, the main line of the Southern Railway, and the



Atlantic and Yadkin Valley Railway, meet at Greensboro.

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

A person can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs, in the afternoon and reach Greensboro by bedtime.

Students who leave Wilmington at 9 a. m., and those who take early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State will meet in Greensboro in the afternoon or evening of the same day.

## CLASS OF 1899.

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Bulus Bagby.....	Gaston County.
Ella Bradley.....	Gaston County.
Isabelle Brown.....	Davie County.
Lucy C. Coffin.....	Guilford County.
Mary Collins .....	Halifax County.
Cora E. Cox.....	Guilford County.
Kate Davis.....	Guilford County.
Penelope J. Davis.....	Franklin County.
Lewis Dull.....	Forsyth County.
Jennie Eagle.....	Rowan County.
Lottie Eagle.....	Rowan County.
Ethel Foust.....	Forsyth County.
Margaret Olive Gray.....	Iredell County.
Eugenia Jamison.....	Rowan County.
Josephine Laxton.....	Burke County.
Elizabeth Mallison.....	Beaufort County.
Fannie McClees.....	Pamlico County.
Berta Melvin.....	Bladen County.
Sudie L. Middleton.....	Duplin County.
Maude Miller.....	Forsyth County.
Bessie E. Moody.....	Buncombe County.
Mattie H. Moore.....	Nash County.
Alice Cary Ogburn.....	Guilford County.
Emma Parker.....	Orange County.
S. Anna Parker ..	Johnston County.
Flora Patterson.....	Moore County.
Margaret Peirce.....	Duplin County.
Sue Ethel Porter.....	Buncombe County.
Oberia Rogers.....	Hawood County.
Susie Baker Saunders.....	Pitt County.
Rosalind Sheppard.....	Forsyth County.
Elizabeth Smithwick.....	Bertie County.
Frances Suttle.....	Buncombe County.
Virginia Thorp.....	Nash County.
Jessie Whitaker.....	Halifax County.
Nellie G. Whitfield.....	Richmond County.
Marina R. Whitley .....	Martin County.
Myrther Tull Wilson.....	Wayne County.
Bettie C. Wright.....	Sampson County.